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ABSTRACT

This document is a report of the Special Education Supervisor Training (SEST) Project at the University of Texas at Austin. It contains a description of a conceptual model for generating, validating, and assessing competencies in the problem-solving, human relations, and job task domains which are critical to the success of instructional leadership personnel. Included in the appendixes of the document are: (a) a list of critical competencies with statements of rationale and illustrative performance; (b) a list of major instructional supervision competencies; and (c) an outline of basic problem solving, human relations, and job task competencies. (HMD)

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SEST Project
Barry K. Barnes

U.S. DEPARTMENT OF HEALTH
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Document #7

PROFESSIONAL SUPERVISORY COMPETENCIES©

Competency Specifications for Instructional Leadership Personnel
in Special Education

Special Education Supervisor
Training Project
The University of Texas at Austin
June, 1974

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Preface

This document presents a model and specifies competencies for the competency-guided program for Special Education Supervisors developed by the Special Education Supervisor Training Project at the University of Texas at Austin. The SEST Project was funded initially in July, 1972, by the Bureau of Education for the Handicapped, United States Office of Education, through agreements with the Texas Education Agency and the College of Education at the University of Texas. The 1972 - 73 year constituted the developmental phase; the 1973 - 74 year was an exploratory-prototype development phase. The third year, 1974 - 75, is the phase for refinement pilot testing, and dissemination for national use.

Contained herein is a description of the conceptual model utilized for generating instructional leadership competencies; a list of critical competencies--the complex behavior patterns of instructional supervisors thought to be most important in improving instruction; the major competencies; an outline of the basic competencies; and other items which clarify the rationale for competency-guided leadership preparation in this project.

Other documents available or in process of development by the SEST Project include a program design manual, a resource guide to training materials, assessment instruments and procedures and various training materials related to critical competencies.

The project staff has approached the task of competency specification with a serious concern for the implications of such efforts for professional instructional supervisor preparation. There has been an attempt to avoid specifying old objectives which have a new label attached. We have tried to look at the realistic needs for the improvement of leadership in Special Education programs in the schools, and specify performances that are vividly descriptive and uniquely essential to the instructional change process.

The University of Texas at Austin

Ben M. Harris
John D. King
Project Co-Directors
June, 1974

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Introduction

The Special Education Supervisor Training Project was developed with a two-fold purpose: first, to develop a competency-guided program for the preparation of instructional supervisors to work in the area of special education; and second, to generate a model for the competency-guided preparation of educational leaders of all kinds, including special education supervisors, building principals, superintendents, and other leadership personnel. The generic model concept is based on the assumption that there are certain basic competencies that are not only germane to, but required by all educational leaders. By determining the generic leadership competencies and making them stationary components in a model, other competencies pertaining to specified educational roles can then be inserted to complete the model for each training program. This document explains the conceptual model and the philosophical base for competency-guided instruction developed by the SEST Project, describes generic instructional leadership competencies, and specifies critical competencies for the role of an instructional supervisor in special education.

The Instructional Change Agent

One of the more difficult tasks for the project staff was to describe in detail the type of educational leader this program would ideally prepare. First, "supervisor" was defined as an instructional supervisor, one whose primary assignment is to work with teachers and others on instructional matters. Secondly, "supervisor" was defined as a change agent, one who brings about change in behavior, role or structure for the purpose of improving instruction. Not included in this definition was the maintenance function of a supervisor which is intended to perpetuate the status quo, nor the wide variety of administrative tasks which do not relate directly to the improvement of instruction received by children (Harris and Bessent, 1969).

Principles of Competency-Guided Instruction

The literature on competency-based education has tentatively established certain principles or criteria for distinguishing a competency-based approach from other approaches to instructional design (e.g., Weber, 1973; Maxwell, 1974; Popham, 1968; Montague and Butts, 1968; Mager, 1968; Kibler et al, 1970; Houston, 1972; Gronlund, 1970; Garvey, 1968; Eisner, 1967 and Bloom, 1968). The SEST Project staff, in struggling to develop a program for supervisor certification, eager to offer guidelines for inservice development of leadership competence, and sensing serious weaknesses in some approaches to C/PBTE, began to see a need for the reexamination and possible modification (or reinterpretation) of the competency-based principles now currently employed in many competency-based programs. The principles adopted by SEST were developed "in process" during the developmental phases of the project and came to be recognized as a more viable framework, that in the opinion of the staff, would also result in a qualitatively more effective educational strategy for the development of higher level leadership capabilities in education. The SEST staff began to call this approach "competency-guided instruction." Twelve working principles forming the philosophical base for competency-guided instruction were identifed. Four principles (1-4) relate to competency specification and attainment, two are concerned with evaluation (5-6), and the remaining six (7-12) describe the design of the training experiences desired. These guiding principles are summarized below.

1. Competencies in professional practice are a synthesis of many behaviors expressed as a unity or "gestalt." In various individuals the components may be different and still form essentially the same performance pattern.

2. Competencies necessary to professional effectiveness are complex and consistent patterns of performance crucial to the job and expressed in the context of the real school situation.

3. Professional entry level competence can be demonstrated as a given set of competencies defined as sufficient for being able to step into a number of positions and roles. The formal training program is not responsible for all learning up to this entry level. Competency-guided instruction is to play a part in the education of some persons who have already experienced much learning before and who, of course, will continue to learn much after they leave the program. Therefore, a training period is the pivotal period for attainment of professional entry level competence with continual growth as the key to competency development.

4. Competency attainment varies in terms of entrance capabilities, growth rates, interests and aspirations. Competency attainment at the end of the program varies according to individual growth rates, producing greater or lesser promise of future growth and job expectations. Given careful selection, rigorous individualized planning and a well designed program of experiences, trainees completing the program are presumed to be minimally competent.

5. Since competencies are very complex behavior patterns, various component behaviors are not all readily identifiable nor verifiable in detail. Some of the components are probably possessed by nearly all mature adults. Therefore, instead of determining that a person should possess five, or ten or even a hundred discrete performance capabilities, what must be specified is the total configuration of behaviors desired. Therefore, assessing at pre-test points should be exploratory, tentative, and diagnostic. A training program should be "guided" by the continuing interaction between students, instructors, experiences, and on-going assessments. The end-of-program assessment should reflect total performance of competencies, not specific behaviors.

6. Assessments of competencies to guide instruction are measured in relative rather than absolute terms. There is room for students to go much further in some competency areas than in others since improvement, rather than absolute pass/fail levels, are central to the continuous growth approach. In fact, the concept of a pass/fail point in competency development statements at this time may simply not be supportable because of the small knowledge base. Pass/fail levels are often arbitrarily set and not related to any actual reality-oriented standards or validated levels of performance.

7. In the training program, both the array and character of competencies are stated publicly in advance of training.

8. Since there is always more one can learn in any competency area, the training program can provide for some learning of competencies at a level far beyond the range judged as "entry level" for some students, if that seems feasible during the training period. There is no reason to halt growth in certain competency areas simply because a given level has been achieved. If some other competency areas are deficient, however, more effort might be channeled into the relatively weaker areas.

9. Time allotted for attaining given competencies varies but time within the total program is relatively constant. One person may spend a great deal of time attaining some competencies and very little time on others, but overall he/she spends approximately one year in the program. Since professional growth is presumed to be continuous, although a series of flexible time frames guide training within the program, time for continuing competency development is on-going (open-ended) throughout one's life.

10. The keystone of the competency-guided approach is a variety of training activities that may extend over hours, days, weeks or months and may be experienced concurrently. Activities are not necessarily ordered in a linear sequence nor restricted to self-paced, self-instructional, or programmed activities.

11. Instructional activities may be self-paced or teacher/individual paced or teacher/group paced. Rate of learning is always individual and different rates occur regardless of whether activities designed to teach occur in a group or alone or regardless of method used. The critical variable is learner participation in the decision-making process regarding the what, when, how and why of the instructional activities in which he or she is involved.

12. Learning activities should be selected so that the learner is provided the opportunity to experience a wide variety of learning methods to enhance self-pacing, scope of learning, simultaneous learning, involvement in learning, choice in learning modalities employed, responsibility for learning and creativity in finding ways to learn. The training program should include a diversity of learning activities rather than relying exclusively on one format.

The Meaning of a Competency

Various types of competencies are defined in this document. The term itself, as used by the project staff, refers to the long-range demonstration of an ability to perform a specified behavior or series of behaviors at some level of proficiency. Kelley and Teagarden (1974), in their work on competencies for The National Institutes for Secondary School Administrators, arrived at the following definition:

> We can measure competence only through an accumulation of evidence, over time, that an individual is able to perform certain functions or skills in ways which are, more often than not, considered positive by both the individual and his audience. A person is not competent because of what he knows, does, or feels; he is competent when what he knows, does or feels is evaluated as being positive in its results and is a part of his consistent behavior as a human being.

Bishop (1970), has attempted to define supervisory competencies in terms of selected combinations of tasks, functions, and processes applied to educational change. Like most models of change-oriented process, however, the elements of behavior are characterized in such general terms and only offer limited direction to supervisor practice.

Staffs at various institutions have struggled with the difficult problem of defining competencies for teachers, administrators, and supervisors e.g., Bishop (1970), Burke (1972), the Dallas Independent School District (1971), and others. Whether the concern is for planning, for training programs, or for evaluating inservice performance,

the problem is always one of how to move from general classes of learning toward a designation of the character of the competencies in performance terms.

A useful distinction could be made by characterizing a competency statement as a description of a task relevant action, while viewing a supervisory activity as any distinctive performance directed toward task implementation. In the first instance, there is a concern for defining specified behaviors in certain task relevant ways; in the second, an activity defines more than an individual's behavior and includes relations between people, problems, and situations as they actually are faced in school settings. Competencies for supervisory personnel might best be defined, then, as statements describing the demonstration of skills and knowledges for specified outcomes related to task implementation. Such statements may be written to define competencies for the completion of an entire task, or any segment thereof.

Obviously, the complexity and variety of knowledges and skills included in various competencies will vary, depending on the task involved. Since different configurations of similar knowledge and skill will form competencies that are relevant to the accomplishment of different tasks, it seems economical to think about and train for supervisory competencies that are as simple as possible while being genuinely functional in task accomplishment (Harris, 1975).

The Conceptual Model for Generating Competencies

An extensive search was conducted in the literature of numerous disciplines to determine the kinds of behaviors in which professionals in all areas engage. In Figure 1, this search is represented by the sources of values, skills, and knowledge. From that survey it was determined that competencies in problem solving and human relations could be identified readily as generic behaviors necessary to successful performance in all leadership position. These two areas are represented as competency domains, in this case Domains I and II. The Job Task Domain, Domain III, represents the interchangeable portion of the model that determines the specific character of the educational leader training program. In this model Domain III contains the numerous competencies expected of the instructional supervisor. The competencies in all three domains are specified at different levels of complexity and are to be seen as a pool from which any selected array of competencies could be drawn.

As various behaviors from the three domains are combined in unique ways, a more complex behavior pattern emerges. These are the behaviors knows as critical competencies; they are defined in terms of the specific job tasks expected of the role being described. One could conceive, of course, of an endless number of critical competencies being generated by the model, and this is seen as one of its positive attributes. This aspect, together with the "replaceable" feature of the Job Task Domain, offers considerable flexibility in making use of the model. After an

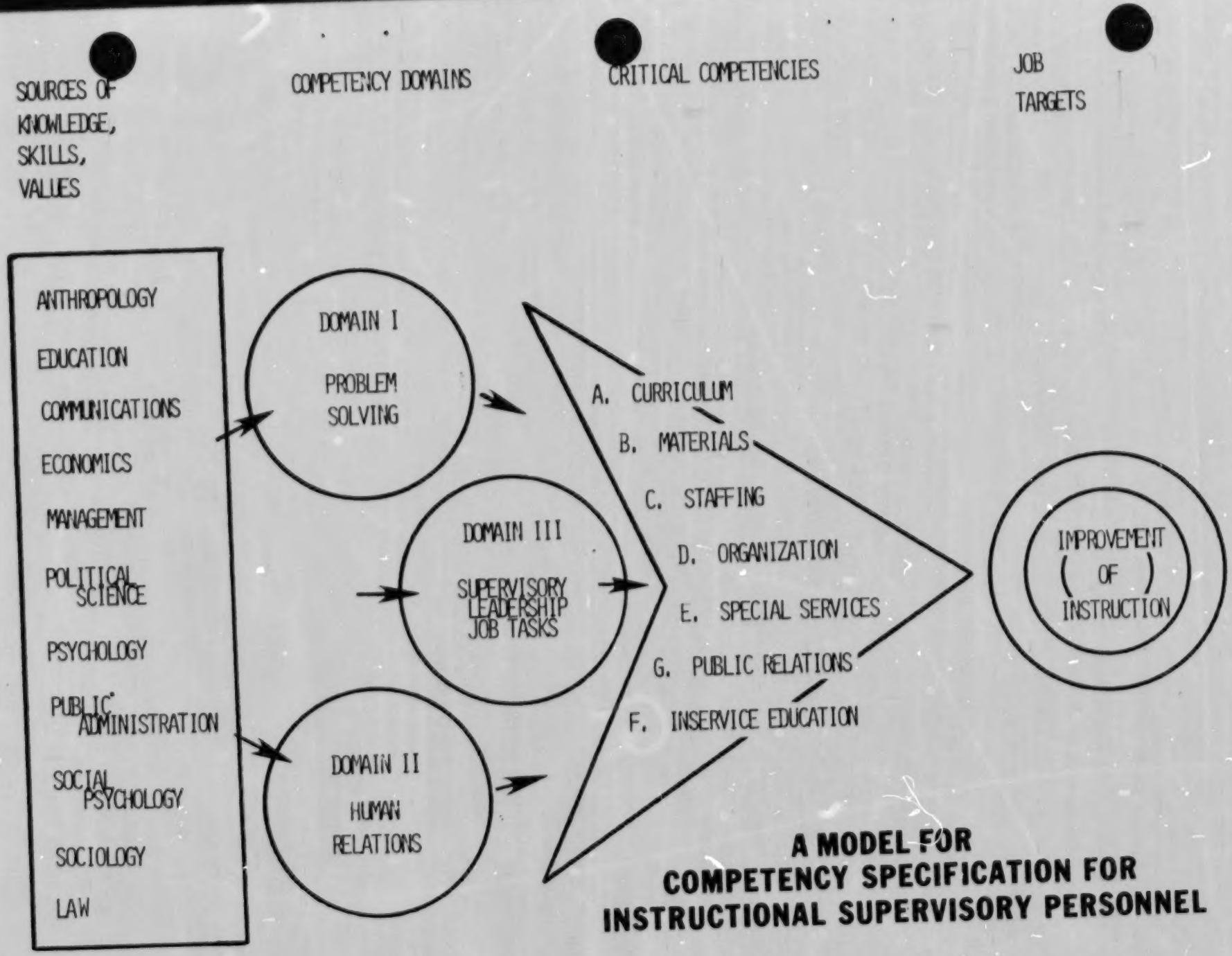
SOURCES OF KNOWLEDGE, SKILLS, VALUES
COMPETENCY DOMAINS
CRITICAL COMPETENCIES
JOB TARGETS
ANTHROPOLOGY
EDUCATION
COMMUNICATIONS
ECONOMICS
MANAGEMENT
POLITICAL SCIENCE
PSYCHOLOGY
PUBLIC ADMINISTRATION
SOCIAL PSYCHOLOGY
SOCIOLOGY
LAW
DOMAIN I
PROBLEM SOLVING
DOMAIN III
SUPERVISORY LEADERSHIP JOB TASKS
DOMAIN II
HUMAN RELATIONS
A. CURRICULUM
B. MATERIALS
C. STAFFING
D. ORGANIZATION
E. SPECIAL SERVICES
G. PUBLIC RELATIONS
F. INSERVICE EDUCATION
IMPROVEMENT OF INSTRUCTION
A MODEL FOR COMPETENCY SPECIFICATION FOR INSTRUCTIONAL SUPERVISORY PERSONNEL

Figure 1

array of critical competencies is generated, some empirical procedure is utilized to delimit the number of critical competencies which would be included to guide any one training program. Then, as shown in Figure 1, the demonstration of the behaviors in an actual job situation is assumed to promote instructional improvement. This critical competency concept is explained below in greater detail.

Another important step, illustrated in Figure 2, is the specification of major competencies as sub-sets of critical competencies (see Appendix B for SEST major competencies). Critical competencies are statements of behavior patterns to be demonstrated in actual job situations. The more complex behaviors in a critical competency can be broken down into logical components or subdivisions, carefully specified, insofar as possible, and these components serve as indicators of the critical competency. This level of performance is known as a major competency. Major competencies are drawn from the three pools of competencies described as the Competency Domains. They constitute numerous behaviors which are observable in a classroom. in simulations, or in a controlled field experience. Many of these behaviors are keyed to specific instructional material or experiences which will assist students in attaining the described major competencies. By attaining all major competencies under a given critical competency, it is assumed that one will likewise be able to perform the critical competency.

Each of the major competencies is further subdivided into specific competencies. Again, the assumption is made that the behaviors identified as specific competencies will serve as indicators of the major competency from which they are derived. This level of competency

Figure 2

Illustrative Competency Breakdown

F-1 Supervising with the Clinical Model (Critical Competency)

Given a teacher experiencing difficulties within a classroom, the supervisor can lead the teacher through a clinical cycle using classroom observation data, non-directive feedback techniques, and various inservice and planning experiences in appropriate sequence to produce significantly improved teacher behavior.

F-1a Using Observation Systems (Major Competency)

Can use more than one observation system to record objective interaction data during live or taped sessions with high inter-observer reliability.

F-1a(1) Using FIAS (Specific Competency)

Can use the Flander's Interaction Analysis System to record five uninterrupted minutes of video-recorded classroom interaction with an inter-observer reliability of .75.

F-1a(2) Using OScAR V (Specific Competency)

Can use the OScAR V or later edition by Medley to record a ten minute tape recorded lesson in a classroom with inter-observer reliability of .75 or better.

F-1a(3) Using Pupil Response Inventory (Specific Competency)

Can use the Harris-McIntyre Pupil Response Inventory in a live classroom situation during a twenty minute discussion or recitation with twenty or more students to produce frequency tallies by categories with a coefficient of .75 or better when compared with a skilled observer.

specifies behaviors which could be demonstrated with paper and pencil tests, written reports or performance tests at the knowledge, skills or comprehension levels. Essentially there are two hierarchies. One hierarchy begins with the Competency Domains. Each domain has various subject headings. For example, in Domain I, Problem Solving there are competencies in assessing, planning, implementing and evaluating. The competencies that describe the behaviors expected in each of the categories are called basic competencies. The second hierarchy begins with the critical competencies. The subdivisions of the critical competencies are called major competencies. Major competencies are further divided into specific competencies. The interrelationship is as follows: major competencies are determined by asking, "Which of the basic competencies constitute logical and essential components and are therefore primary indicators of a critical competency?" Those items are selected from the pool of basic competencies. All major competencies are drawn from the basic competency pool, but not all basic competencies are selected as major competencies.

The Critical Competency Concept

The concept of a critical competency was developed in an effort to deal with two problems of designing a competency-guided, individualized, instructional leadership preparation program. One problem had to do with keeping specific competencies and related training activities directed toward genuine, task-oriented, on-the-job performances. The second was concerned with significantly delimiting the enormous variety of professional leadership competencies that might be specified.

The critical competency concept is one of professional performance specification which describes a fairly complex array of on-the-job behaviors which produce, when manifested at a reasonably high quality level, a product or a service which would be highly valued by school officials under most educational conditions. Furthermore, each critical competency is of such a nature that most professional personnel could not demonstrate it without special training.

The Critical Competency Statements

A. DEVELOPING CURRICULUM: The Process of Improving the Guidelines for Instruction

A-1 Setting Instructional Goals

Given a mandate to clarify major goals of instruction, the supervisor can lead groups of parents, citizens, specialized personnel, teachers, and pupils through a series of discussions, presentations, training sessions, and other experiences to produce a report showing some of the most important instructional goals on which there is agreement.

A-2 Utilizing Specialized Personnel

Given a need for the production or adaptation of curricula, the supervisor can prepare a proposal to utilize the expertise of a variety of specialized and professional personnel to develop, review, and/or critique the relevance and applicability of curriculum guidelines or content for pupils with specific needs.

A-3 Adapting Curricula

Having secured innovative curricula developed outside the school or district, the supervisor can adapt the curricula to meet the needs of a student or student group, and make them available to local personnel for use in guiding instructional planning.

A-4 Designing Instructional Units

The supervisor can design instructional units which specify performance objectives, instructional sequences, a variety of appropriate teaching/learning activities, materials, and evaluative procedures.

A-5 Writing Educational Plans

Given pertinent diagnostic data on one or more pupils, the supervisor can prepare educational plans for these pupils which specify curricular content and level, appropriate activities and materials, alternative teaching strategies, long and short range learning outcomes, and procedures for evaluation.

B. DEVELOPING LEARNING RESOURCES: The Process of Improving the Availability of Resources for Learning in the School or Community

B-1 Producing Learning Materials

Given learning needs and a curricular design to meet those needs, the supervisor can arrange for the production of the necessary learning materials to complement, fulfill, and/or enhance the aims of the curriculum.

B-2 Securing Learning Resources (non-material)

Given learning needs and a curricular design to meet those needs, the supervisor can secure, acquire, or arrange for the utilization of the necessary human and/or physical resources to complement, fulfill, and/or enhance the aims of a curriculum.

B-3 Evaluating the Utilization of Learning Resources

Given an array of learning resources currently available for use, the supervisor can design and conduct a study to determine the extent and appropriateness of their utilization, and based on the results of that study, can make recommendations for the improved utilization of specific learning resources in specific ways.

B-4 Evaluating and Selecting Learning Materials

Given expressed needs for learning materials, the supervisor can develop a set of evaluative criteria and procedures to determine the quality, utility, and availability of learning materials, and can organize and conduct review sessions where teachers and other personnel can apply the criteria to new materials and make recommendations for acquisitions in needed areas.

C. STAFFING FOR INSTRUCTION: The Process of Improving the Recruitment, Selection, and Assignment of Personnel for Instructional Improvement

C-1 Developing a Staffing Plan

Given a new project proposal which specifies budget, general objectives, and operational procedures, the supervisor can describe essential staff positions to be filled, develop job descriptions for each, and specify the competencies required of the individuals who will fill the positions.

C-2 Recruiting and Selecting Personnel

Given a description of several staff positions to be filled, the supervisor, by engaging in a variety of selective recruitment activities, can secure a list of several possible applicants from various sources, can systematically secure and validate relevant information on the applicants by conducting personal interviews, by checking with previous employers, and by using other selection procedures, and can prepare a set of recommendations for filling the vacancies with the applicants who will best fulfill job requirements.

C-3 Assigning Personnel

Given the task of assigning new personnel and reassigning currently employed personnel to achieve instructional improvements, the supervisor can analyze the needs, expectations, and composition of existing staff groups in various units, and, based on that analysis, can prepare and justify recommendations for assigning and reassigning staff members to positions for optimum educational opportunity.

C-4 Allocating Time to Function

Given various staff positions and personnel functioning in them, the supervisor can design and conduct a time utilization study, analyzing each position with respect to the amount of time spent in each role, and can propose modifications of time distribution among the functions of instruction, supervision, general administration, and special pupil services in order to improve instruction.

D. ORGANIZING FOR INSTRUCTION: The Process of Improving Organizational Structures to Facilitate Instruction

D-1 Monitoring New Arrangements

Given the task of implementing a new organizational arrangement, the supervisor can determine reporting procedures, compare actual operations with planned developments, and when necessary, make recommendations to modify operations to bring them into agreement with formulated plans.

D-2 Revising Existing Structures

Having determined the strengths and weaknesses of an existing organizational structure, the supervisor can propose carefully reasoned or research supported changes, which may include the alteration of assignments, of the use of staff time, of the required reporting patterns, or of the allocation of resources to improve efficiency, productivity, and morale, and, in so doing, improve the instructional process.

D-3 Scheduling Services

Given diagnoses of pupils' needs and regular instructional personnel, the supervisor can propose a set of schedules to distribute services appropriately, to balance the loads of the staff members who provide the services, and to provide that recipients of the services maintain maximum involvement in their school programs.

D-4 Assimilating Programs

Given a successful instructional program operating within a center, school, classroom, or other unit, the supervisor can design a plan for the smooth integration of the entire program or selected components thereof into a larger system, prepare a timetable and assignments for the transferring of responsibilities, and assure that the instructional improvement evidenced in the program is continued in the system to which it is transferred.

E. UTILIZING SUPPORTING SERVICES: The Process of Securing and Providing Supporting Services to Students, Parents and Staff for Instructional Improvement

E-1 Analyzing and Securing Services

Given a need for a supporting service not currently being used by a district, or by neighboring institutions, agencies or other consumers of supporting services, the supervisor can develop a master list which specifies sources from which to secure various services and describes their availability, quality and cost, and, after considering available options, can secure the needed service from the most appropriate source.

E-2 Evaluation of the Utilization of Services

Given a plan for providing supporting services within a district, the supervisor can compare that plan with the current operation by utilizing objective data gathered in accordance with previously identified criteria, and, based on the evaluation, can propose recommendations that would increase the effectiveness and quality of the system.

F. PROVIDING INSERVICE EDUCATION: The Process of Improving the Quality of Instructional Practices Within the Staff by Providing Opportunities for Professional Growth

F-1 Supervising with the Clinical Model

Given a teacher experiencing difficulties within a classroom, the supervisor can lead the teacher through a clinical cycle using classroom observation data, non-directive feedback techniques, and various inservice and planning experiences in appropriate sequence to produce significantly improved teacher behavior.

F-2 Planning for Professional Growth

Given a group of instructional personnel and data concerning various facets of their on-the-job performance, the supervisor can assist them to establish individual professional growth plans which include objectives for change in classroom practices, a schedule of experiences sequenced for continuous stimulation and growth, criteria specified for terminal and intermediate evaluation, and a specified period for accomplishing the objectives.

F-3 Conducting Training Sessions

Given a description of a staff group, including specific descriptions of their needs for training, the supervisor can design or adapt and conduct training sessions which employ specific objectives, carefully sequenced learning activities, appropriate resources and material, and which can be shown to improve the skills of the participants.

F-4 Utilizing Human Resources

In the process of implementing an inservice plan, the supervisor can secure the services of a variety of consultants and resource persons, either from within the school system or from outside, and make arrangements for these consultants to contribute their unique expertise to improve staff competence in specific areas.

F-5 Training Leaders

Given individuals who have demonstrated both a high level of competence in a specific area and emergent leadership capabilities, the supervisor can train these people to conduct previously planned inservice sessions and to provide follow-up activities and support for participants that result in the improvement of instructional skills.

G. RELATING TO PUBLIC: The Process of Improving the Quality of Working Relationships Between the School Staff and the Public to Promote Instructional Improvement

G-1 Informing the Public

The supervisor can establish, promote and maintain favorable impressions of special education programs among community members by disseminating special education information through the public media, by speaking to public and school groups, by conferring with parents and other interested individuals, and by meeting, as necessary, with community groups and leaders.

G-2 Involving the Public

The supervisor can plan ways in which parents and other interested individuals can become productively involved in and trained to assist at various levels of the special education program.

G-3 Utilizing Public Opinion

Given public opinion data regarding a special education matter, the supervisor can establish the urgency of the topic, determine the validity of the data, and, as appropriate, utilize the data in the decision-making process regarding initiation of new aspects, or the maintenance, revision, or discontinuation of current programs or practices.

Evaluating Critical Competency Statements

The number of critical competencies is delimited by the project's concept of instructional leadership, and the assumptions regarding the essential character of instructional supervision in a school setting. This means that each of the competencies is specifically concerned with practices relating to instruction. Critical competencies are also change-oriented in that they are specified as performances calculated to improve the character of the existing instructional program rather than to maintain it.

Critical competencies also can be distinguished from other competencies by the way they are written. Hence, critical competencies for administrators or teachers might have the same general characteristics while specifying different behaviors. Listed below are five criteria that can be used to identify critical competencies:

1. Complexity - The performance specified must be relatively complex, embracing in some very significant way at least two job task areas, and being demonstrated over a relatively long time frame, i. e., days, weeks or months as distinguished from minutes or hours.

2. Utility - The performance must be described in terms of a service or a product which is directly usable for improving instruction in a great variety of educational settings.

3. Reality - The performance must be described in such a way as to carefully indicate the realistic conditions under which the service or the product is likely to be delivered, without restricting the

performance to a highly specialized class of conditions.

4. Predictability - The description of performances must be such that there is a very high level of probability that they would be called for in almost any educational setting in which large scale instructional changes are being sought.

5. Priority - The performance should be one of very high priority in a change-oriented educational situation, rather than relatively unimportant or less than urgent.

The preliminary critical competency statements developed to guide instruction in the SEST project were evaluated by three to five expert judges (external to the project) utilizing the Critical Assessment Scale for Competency Statement Evaluation (CASCO), a rating instrument for assessing the "criticalness" of competency statements according to the above critical competency criteria. The CASCO instrument requires a judge to make 13 ratings about a given competency statement. Four of the ratings require judgements of the degree to which the statement is instructionally relevant and change oriented (defined as prerequisite characteristics). Eight of the ratings relate to the complexity, utility, reality, predictability and priority characteristics of the statement (the unique characteristics). The final rating is an assessment of the degree to which the competency statement specifies a global synthesized pattern of performance (global characteristic). After making the required ratings, each expert judge was also asked to make any additional comments and if possible to suggest rewording or more extensive revision or deletion of any statement which he felt was unsatisfactory. The CASCO assessment scale results were then graphed so that each competency statement could be analyzed for deficiencies in any

of the prerequisite, unique or global characteristics. On the basis of these ratings and suggestions, the early draft versions of the critical competencies were revised. The result was the current list of critical competency statements which have met the specifications for a critical competency as established by the project staff.

Validation of the Critical Competencies

In an attempt to solicit feedback from a national audience regarding the critical competencies generated by the Special Education Supervisory Training Project, Miss Susan Gruber, a doctoral student at the University of Denver, has completed a study to validate the SEST critical competencies. The purpose of the study was to determine the perception of special education supervisors regarding their priorities for including the SEST critical competency statements in an ideal training program and the degree to which they feel each competency is actually practiced in field settings with which they are familiar.

After receiving indications of a willingness to participate in the study, questionnaires were sent to over seven hundred persons designated as special education supervisors. Half of the group was asked to respond to the following question: "To what extent are these competencies currently practiced in the field?" The respondents were given four columns in which to classify their answers. The columns were defined as "definitely practiced," "sometimes practiced," "seldom practiced" and "not practiced." The respondents were asked to distribute the competencies in accordance with their perception, with any number of competencies in any category. The other half of the group was asked to respond to question two which read as follows: "If you were planning an ideal training program for special education supervisors, how would you prioritize the following competencies for inclusion in the program?" Again, there were four columns ranging from "should definitely be included" through "probably shouldn't be

included," and the respondents were asked this time to evenly distribute the thirty-six competencies across the four columns, forcing the placement of nine competencies in each column.

Five extra competency statements were added to the array of thirty-one critical competencies specified by the SEST Project. The extra statements were carefully worded to describe performances that were outside the scope of instructional leadership behavior as defined by the conceptual model employed to generate the critical competencies. In this matter, the study provided a verification of the critical competencies as specified, but also provided an indication of the extent to which performances outside the scope of the project were perceived as practiced in the field and important to an ideal training program.

A brief report of the most highly practiced and ideally trained for critical competencies as perceived by a national sample of special education supervisors is included below. Asterisks identify the extra competency statements which were among the ten (10) most highly selected. Other competencies are identified with the same designations used elsewhere in this document. The complete report is found in Appendix D.

Ideal Competencies for Inclusion in a Training Program

With regard to the second question, it was found that the ten critical competencies with highest mean quartile ranks included two extra competencies. Inservice Education was seen as the most important part of an "idea" supervisor training program with three out of ten selected from this task area. No competencies from the task areas of Developing Curriculum, Developing Learning Resources, and Organizing for Instruction were placed among the top ten competencies as perceived by United States Special Education Supervisors as ideal for supervisor training programs. The ten competencies with highest mean quartile ranks are listed below in rank order with the complete list located in Appendix E.

1. Supervising with the Clinical Model (F-1)
2. Designing Budgetary Recommendations*
3. Providing Information Programs to the Public (G-1)
4. Planning for Professional Growth (F-2)
5. Specifying New Job Descriptions (now incorporated into competency (C-1), Developing a Staffing Plan)
6. Utilizing Human Resources (F-4)
7. Acquiring Relevant Data*
8. Selecting Personnel (now incorporated into competency (C-2), Recruiting and Selecting Personnel)

9 & 10. Securing New Services and Analyzing Services and Sources (the two have now been combined into one competency (E-1), Analyzing and Securing Services)

*Extra competencies not included in the critical competency list.

Critical Competencies in Current Practice

The results from question one, pertaining to current practice among special education supervisors showed ten top priority performances among the thirty-six competencies listed. Three of those with the highest mean ratings were selected from the extra competency category defined by the project staff as non-change oriented and not directly related to improvement of instruction. The other seven highly rated items included one from each of six different task areas, leaving only one of the eight task areas out of this high priority group. The items in their actual ranking from one to ten appear below. The complete list can be found in Appendix E.

Ranking of Competencies with Regard to Perceived Current Practice

1. Utilizing Time*
2. Acquiring Relevant Data*
3. Designing Budgetary Recommendations*
4. Utilizing Human Resources (F-4)
5. Selecting Personnel (now incorporated into competency (C-2), Recruiting and Selecting Personnel)
6. Specifying New Job Descriptions (now incorporated into competency (C-1), Developing a Staffing Plan)
7. Providing Information Programs to the Public (G-1)
8. Securing New Supporting Services (now incorporated into competency (E-1), Analyzing and Securing Services)
9. Scheduling Services (D-3)
10. Securing Learning Resources (non-material) (B-2)

*Extra competencies not included in the critical competency list.

Competencies and Program Components

A variety of learning modalities is incorporated into the SEST training program plans. Field, class laboratory, independent study with instructional modules, media or readings, workshops and conferences, consultations with experts, individual and group project activities, and informal discussions and observation opportunities are all to be utilized as learning activities as far as possible. Since most learning opportunities should be organized primarily from the critical competency framework, a number of activities might be utilized to train a student in a given critical competency. Selection of activities to teach a critical competency depends partially on the person being trained. For example, in dealing with competency F-1, Supervising with the Clinical Model, if a student has had a great deal of on-the-job experience in a supervisory or counseling role where he has had the opportunity to counsel with teachers, he may not need lab or field training activities in face-to-face interchange with a teacher, but may need to learn about the systematic clinical framework for structuring this process. Thus, this student may require more class work and independent study activity. Another student may have knowledge of the framework from past class or reading he has done, but may never have counseled a teacher face-to-face about her teaching. This student would be in more need of a field experience. Thus, the learning components utilized for the first student would be different than for the second student, although both were improving their capabilities for the same critical competency. It is in selecting learning components and prescribing

activities that the program can be most easily tailored to individual needs. The complete training program should consist of an array of clearly specified learning activity options for each critical competency. This specification of options, while varying in detail from year to year and even during a given year, will be described in "assignment protocol" for each critical competency. These protocols will be used by trainees, advisors, instructors and field experience associates to give coordinated direction to the individual experiences of each trainee.

Assessment of Competencies

Because the critical competencies are complex, globally stated behavior patterns, they must necessarily be assessed in a way that will reflect or measure their complexity. There is always the danger of selecting and utilizing overly narrow but perhaps more easily quantifiable measures of a behavior and then assuming that the totality has been measured. As one attempts to measure at the major and specific competency levels this becomes less of a problem. In the SEST project, the attainment of competencies will be evaluated at the various levels and instruments for assessment are being selected or developed which will be appropriate to the level of complexity of the performances being measured.

Five phases of assessment have been identified by the project staff. These include prerequisite assessment, to determine if a candidate meets some minimum standards to be admitted into a program; preassessment, to determine the entry level skills or competencies that a trainee possesses upon being admitted to a program; monitoring assessment, or assessment in progress, to determine which competencies are being attained during a program; terminal assessment, to determine improvement during the year and to document the skills trainees are taking into the field; and on-the-job assessment, to determine the competencies which can be demonstrated in the reality context of the job situation.

The type of assessment procedures employed will vary with each phase. Prerequisite assessment will be done with standardized tests,

graduate school requirements, personal interviews, etc. The pre-assessment phase will focus mainly on the critical competency level in attempting to determine the integrated behavior patterns with which one enters a program. Measurement in this phase, as well as the terminal assessment phase, will utilize self-rating instruments, Q-sorts, rating forms by university and field supervisors, and various kinds of simulated activities. In progress or monitoring assessment will be directed to the major and specific competency levels utilizing performance descriptions and simulated response data as well as testing procedures. Knowledge and behaviors that are exhibitable in class or laboratory settings, or through independent study or self-paced academic work will be measured here. Terminal assessment will be compared to preassessment behaviors and will likewise focus on the critical competency level. The assessment of the on-the-job behaviors is not for purposes of evaluating the quality of one's performance as a supervisor. Rather, it is to determine the behaviors in which a program graduate engages and the extent to which he or she was prepared in the program to assume the position. Measurement in this phase will be limited primarily to self-report inventories, questionnaires and/or interviews.

The Competency Domains

The Problem-Solving Domain (I)

The improvement of instruction through leadership is viewed as planned change using the problem solving processes of assessing, planning, implementing and evaluating. These are seen as basically sequential, although not necessarily so. Chin and Benne (1969) are among many who view changes in a system as substantially a concern for problem-solving. Corey (1953) and Kaufman (1972) have been among those who have elaborated on this problem-solving approach for bringing about change in a school setting. The statements listed below specify performances essential to effective problem-solving. An outline of the basic competencies for this domain is presented in Appendix C.

In brief, the problem-solving performances are described as follows:

1.0 Assessing: The process of studying the status quo to secure data for use in determining needs for change in the instructional program.

2.0 Planning: The process of developing guidelines for actions to implement goal directed change in the instructional program.

3.0 Implementing: The process of carrying forward and accomplishing goals and objectives according to a plan for instructional change.

4.0 Evaluating: The process of securing, analyzing and interpreting data inputs, processes, and outputs to provide feedback for all relevant persons to use in maintaining or modifying the instructional program.

The Human Relations Domain (II)

The second domain of the model concerns leadership behavior dealing with personal interaction. Human relations abilities are deemed to be of utmost importance in all leadership fields and, although the specification and measurement of interpersonal behaviors have been difficult, few would argue that they are irrelevant or unnecessary to adequate supervisory performance. In fact, experts of the last half century have argued persuasively for increased efforts to develop interpersonal and team skills among personnel in leadership positions in modern organizations (e. g., McGregor, 1967, and Blake and Mouton, 1964). Such calls for incresed competence in human relations have been no less fervent in the field of education (Wiles, 1967).

The following is a list of performances in this domain:

5.0 Relating to People: The process of establishing and maintaining positive interpersonal relations in order to accomplish planned changes in instructional programs.

6.0 Communicating: The process of organizing, transmitting, or receiving information regarding the instructional change process utilizing various media or methods of communication.

Appendix C also contains the basic competencies for Domain II.

The Job Task Domain (III)

The third domain of competencies in the model is concerned with those abilities necessary for improving instruction in an educational setting. These are the job task competencies identified in Figure 1. Some of the tasks listed are quite specific to educational organizations (i. e., curriculum development), while others are more generally applicable to a variety of organizations (i. e., developing the

organization). Since there are specialized aspects of these job tasks that are peculiar to the special education supervisor as distinguished from the elementary education director or principal, they are specified in job related terms. Numerous authors have identified job tasks associated with instructional supervision. The seven job tasks selected for inclusion in this domain of the model are more broadly inclusive than some experts and traditional practices would allow. It was regarded as important to define this domain in terms that would insure the full specification of competencies needed for the change agent aspect of the supervisory task.

In brief, the performances in this domain are:

7.0 Developing Curriculum: Process of improving the guidelines for instruction.

8.0 Developing Learning Resources: Process of improving the availability of resources for learning in the school or community.

9.0 Staffing for Instruction: Process of improving the procedures of recruitment, selection and assignment of personnel for instructional improvement.

10.0 Developing the Organization: Process of improving the organizational structures to improve instruction.

11.0 Developing Supporting Services: Process of improving the services available to students, parents and staff which, though non-instructional, support the instructional process.

12.0 Developing Inservice Education: Process of improving the quality of instructional practices within the staff by providing opportunities for professional growth.

13.0 Relating to the Public: Process of improving the quality of working relationships between the school staff and the public to promote instructional improvement.

Appendix A

THE CRITICAL COMPETENCIES
With Statements of Rationale
and Illustrative Performances

Special Education Supervisor Training Project

A-1 Setting Instructional Goals

Given a mandate to clarify major goals of instruction, the supervisor can lead groups of parents, citizens, specialized personnel, teachers, and pupils through a series of discussions, presentations, training sessions, and other experiences to produce a report showing some of the most important instructional goals on which there is agreement.

Rationale:

Goal setting is the necessary preliminary step to any kind of curriculum development. It is important in special education that program goals be understood and supported both in the school system and in the general community, and this understanding and support needs to be established during the early phases of curriculum planning. The supervisor should be responsible for facilitating the process of goal clarification among these constituencies.

Illustrative Performance:

The superintendent of the district explains to the special education division that he would like a statement of the major goals of instruction for the special education programs within the district. The director of special education asks the supervisor to select groups of community, school and pupil representatives, establish meeting schedules, set agendas, and conduct the sessions required to clarify instructional goals. The statement of goals is then made available to the superintendent.

A-2 Utilizing Specialized Personnel

Given a need for the production or adaptation of curricula, the supervisor can prepare a proposal to utilize the expertise of a variety of specialized and professional personnel to develop, review, and/or critique the relevance and applicability of curriculum guidelines or content for pupils with specific needs.

Rationale:

Curriculum development should not be solely the responsibility of the supervisor. Rather, other individuals with relevant expertise should be involved in this process. These individuals might include subject matter specialists, psychologists, professionals from the community, university faculty, etc. The supervisor should provide the leadership to bring these persons together and coordinate their contributions.

Illustrative Performance:

The director of special education presents to the supervisor a basic outline of a curriculum design. The supervisor is asked to prepare a plan for utilizing individuals who should be consulted regarding the content or format of the design. The plan is submitted, approved, and she secures the help of a developmental psychologist, a psychiatrist, a classroom teacher and a special education faculty member at a local university. They all critique the material and provide important inputs, all of which is taken into consideration as the material is developed into final form.

A-3 Adapting Curricula

Having secured innovative curricula developed outside the school or district, the supervisor can adapt the curricula to meet the needs of a student or student group, and make them available to local personnel for use in guiding instructional planning.

Rationale:

It would be impossible for a school district to originate all of its own curricula. Therefore, the supervisor must be prepared to adapt existing curricular designs for use with a particular student group. It is also important for supervisors to recognize that most material secured from outside sources will have to be adapted for teachers to use with their pupils, and the supervisor should facilitate the adaptation of the materials in his/her district.

Illustrative Performance:

The supervisor is asked to review a previously selected curriculum unit in order to prepare it for use with a student group, the characteristics of which are already known. The supervisor makes the modifications which are necessary in the design and makes it available to teachers for classroom use. After the initial use, a teacher requests that additional modifications be made, which the supervisor does, or which he assists the teacher in doing.

A-4 Designing Instructional Units

The supervisor can design instructional units which specify performance objectives, instructional sequences, a variety of appropriate teaching/learning activities, materials, and evaluative procedures.

Rationale:

Though the supervisor is not the curriculum specialist within districts, she/he should have substantial knowledge regarding curriculum theory, purposes of curricula, specific formats that best contribute to desired outcomes, and other relevant aspects. By having the competency of being able to design a curricular unit, it can be assumed that she/he will be in a position to evaluate and revise existing curriculum, as well as to make significant contributions to the curricula that are available for classroom teachers.

Illustrative Performance:

A classroom teacher has an idea for what she considers to be an approach to math which would be more relevant to the exceptional children in her room. The teacher discusses the idea with the supervisor, who conducts a search and then informs the teacher that no existing design approaching the subject in her way can be located. The supervisor, together with the teacher, plans a sample unit. They prepare objectives, activities and evaluation processes. The teacher then uses the unit with her children and identifies areas that need revision or expansion. The revisions are made and the supervisor makes the unit available to other teachers in the district.

A-5 Writing Educational Plans

Given pertinent diagnostic data on one or more pupils, the supervisor can prepare educational plans for these pupils which specify curricular content and level, appropriate activities and materials, alternative teaching strategies, long and short range learning outcomes, and procedures for evaluation.

Rationale:

It is important that learning characteristics which are revealed in diagnoses of students be taken into account in planning instruction. Therefore, an educational plan, specifying instructional techniques and content that could be used for a given child, should be the result of diagnosis. The supervisor is often asked by teachers to assist in the formulation of the plans that result from these diagnoses.

Illustrative Performance:

A teacher has received diagnostic information about several children. Much of this information has been obtained by a psychometrist. The teacher asks the supervisor to assist in the formulation of plans. The teacher and supervisor consult with the psychometrist and the school counselor and formulate complete plans for each of the children.

B-1 Producing Learning Materials

Given learning needs and a curricular design to meet those needs, the supervisor can arrange for the production of the necessary learning materials to complement, fulfill, and/or enhance the aims of the curriculum.

Rationale:

Learning materials constitute one kind of learning resource. They include various items used in the instructional process. It is often the case that the available learning materials are insufficient or inadequate for use in meeting the total set of learning objectives of a curriculum. It is the role of the supervisor to assist classroom personnel in designing, securing, producing, or adapting materials that will be most useful to complete the aims of a given curriculum. Assisting teachers in this area may include everything from instructing teachers in the use of ditto machines, up through the design and production of slide-tape sequences, programmed workbooks, or lab simulations.

Illustrative Performance:

A classroom teacher has identified a particular curriculum unit that she will use to present a social studies concept. She has available to her a teacher's guide explaining the methodology to be employed, student workbooks for each of her pupils, two transparencies, and instructions for conducting an experiment in the class. Feeling this to be inadequate, she seeks help from her supervisor. After reviewing the unit together, the decision is reached to produce three more transparencies, a programmed workbook, and a game based on the experiment. The task is completed, and the material is utilized in the classroom.

B-2 Securing Learning Resources (non-material)

Given learning needs and a curricular design to meet those needs, the supervisor can secure, acquire, or arrange for the utilization of the necessary human and/or physical resources to complement, fulfill, and/or enhance the aims of a curriculum.

Rationale:

In much the same way that materials are important to the implementation of a curricular unit, non-material resources can be just as valuable to classroom instructors. In the area of human resources, when a person's expertise can be shared with a group of students, it is possible to secure a more full realization of the importance of his role. In the area of physical resources, much learning can be facilitated when it takes place in the proper environment. This is especially true when the environment constitutes a referent for the concept being learned, i.e., learning about firemen in a fire station. In the same way that materials are produced to complement a curriculum in competency (B-1), it is likewise important to secure non-material resources to enhance a curriculum.

Illustrative Performance:

A teacher wants to do a unit on television and its workings. The teacher, who already has an abundance of pertinent material, is interested in securing some non-material resources and asks her supervisor to be of assistance. The supervisor assists in arranging for a television sportscaster and news commentator to visit the classroom on successive days and also makes arrangements for the entire class to visit the local television studio. These special arrangements gave a realistic emphasis to the unit, and the students received it very enthusiastically.

B-3 Evaluating the Utilization of Resources

Given an array of learning resources currently available for use, the supervisor can design and conduct a study to determine the extent and appropriateness of their utilization, and, based on the results of that study, can make recommendations for the improved utilization of specific learning resources in specific ways.

Rationale:

Even though learning resources may be available for teacher/student use, the materials may not be widely used, may be used inappropriately with student groups, or may have other uses not known to the teachers. The supervisor should be prepared to devise guidelines which will indicate appropriate use, apply these guidelines to the material usage patterns, and recommend ways to improve the scope and appropriateness of the usage.

Illustrative Performance:

There has been some indication that certain materials which the district obtained during the previous school year have not been used as widely as expected. The supervisor is asked to devise an instrument that could be used to determine the amount of use and the appropriateness of the utilization. After designing the instrument and performing the evaluation, the supervisor finds that, in fact, the material has only been used a few times, and used appropriately on only one occasion. She recommends that an inservice session be presented in each building demonstrating the material, and that each supervisor take advantage of subsequent opportunities to explain to teachers how the material could be used in a variety of ways.

B-4 Evaluating and Selecting Materials

Given expressed needs for learning materials, the supervisor can develop a set of evaluative criteria and procedures to determine the quality, utility, and availability of learning materials, and can organize and conduct review sessions where teachers and other personnel can apply the criteria to new materials and make recommendations for acquisitions in needed areas.

Rationale:

Since the provision of learning materials is an integral part of the implementation of a curricular unit, it is important that classroom personnel be able to evaluate material to determine its usefulness. In addition, materials already in use by a district can be improperly, inadequately, or inefficiently utilized. By having and applying consistent evaluative criteria to learning materials, it is possible for classroom teachers to increase the utilization of material already possessed and recommend the acquisition of materials that would be beneficial to them.

Illustrative Performance:

A publishing representative contacts a supervisor and requests an opportunity to display some recently developed material. There is an enthusiastic response on the teachers' part to see the material in hopes that it might fulfill some perceived needs. Prior to the session, the supervisor and the teachers identify and determine evaluative criteria to assess quality and utility of the material. On the day of the review, the teachers apply the criteria to the learning material and make recommendations to the supervisor. The supervisor then consolidates their input and makes a recommendation for the purchase of the most appropriate materials.

C-1 Developing a Staffing Plan

Given a new project proposal which specifies budget, general objectives, and operational procedures, the supervisor can describe essential staff positions to be filled, develop job descriptions for each, and specify the competencies required of the individuals who will fill the positions.

Rationale:

School districts frequently use pilot projects to field test the feasibility of educational innovations. Special education is a rapidly changing field; therefore, the supervisor will probably be involved in pilot projects and in creating and specifying the competencies needed for positions which are non-traditional. The supervisor, as the one closest to the field work, is in a good position to specify a staffing plan which would accomplish the objectives of the project.

Illustrative Performances:

The special education director asks the supervisor to specify the positions and competencies needed for staffing a pilot center for emotionally disturbed students. The supervisor gathers data from similar projects in other districts, consults with the state education agency about certification requirements and outlines the positions, qualifications, and competencies needed for the various positions that will be used in the project.

C-2 Recruiting and Selecting Personnel

Given a description of several staff positions to be filled, the supervisor, by engaging in a variety of selective recruitment activities, can secure a list of several possible applicants from various sources, can systematically secure and validate relevant information on the applicants by conducting personal interviews, by checking with previous employers, and by using other selection procedures, and can prepare a set of recommendations for filling the vacancies with the applicants who will best fulfill job requirements.

Rationale:

Any instructional program can be up-graded by the placement of well qualified, compatible new staff members. The supervisor is in a good position to determine the kind of person who would best work in a given instructional position. The supervisor, through various contacts, should be in a position to secure possible applicants in addition to the work done through the personnel division. After initial screening by personnel, the supervisor could check references, interview candidates, and make a recommendation as to who should receive the job.

Illustrative Performances:

The personnel director contacts the supervisor and informs her that efforts are underway to fill the two teaching positions requested by the Director of Special Education. The supervisor reviews and validates the information on the candidates, interviews the top nine, and, based on her knowledge of the vacancy, makes a recommendation to hire Mrs. Bubble.

C-3 Assigning Personnel

Given the task of assigning new personnel and reassigning currently employed personnel to achieve instructional improvements, the supervisor can analyze the needs, expectations, and composition of existing staff groups in various units, and, based on that analysis, can prepare and justify recommendations for assigning and reassigning staff members to positions for optimum educational opportunity.

Rationale:

At times current staff members must be reassigned and new staff employed to strengthen the educational program as a whole. The supervisor must be cognizant of the needs of the programs he/she supervises and should be actively involved in rearranging staffing patterns in order to enhance the special education program.

Illustrative Performances:

The special education components which the supervisor coordinates have several vacancies, and new teachers have been hired for them. The supervisor assesses the qualifications of the new staff members in light of the needs of various schools and recommends placements from which the teachers will receive and give the most benefit. She reviews the performance of current staff to assess whether the program could be more balanced by reassignment in some areas. Then she decides on an arrangement, moves some staff members and assigns the new ones.

C-4 Allocating Time to Function

Given various staff positions and personnel functioning in them, the supervisor can design and conduct a time utilization study, analyzing each position with respect to the amount of time spent in each role, and can propose modifications of time distribution among the functions of instruction, supervision, general administration, and special pupil services in order to improve instruction.

Rationale:

At times staff members can spend disproportional amounts of time on certain job tasks while neglecting others. Such techniques as time utilization studies, daily logs, etc., can illustrate discrepancies in performance or validate examples of good utilization of time. The supervisor should utilize managerial procedures which will gain staff commitment to improving the productivity of the units in which they work.

Illustrative Performances:

A graduate student at a local university has proposed a time utilization study of the special education staff as his internship project. The supervisor helps the student obtain permission for the project, gain staff support for the project, structure and conduct the survey, and edit the results. They jointly write proposed modifications of time distribution and present their tentative proposals with supporting data to the appropriate staff.

D-1 Monitoring New Arrangements

Given the task of implementing a new organizational arrangement, the supervisor can determine reporting procedures, compare actual operations with planned developments, and when necessary, make recommendations to modify operations to bring them into agreement with formulated plans.

Rationale:

Educational innovations frequently require partial restructuring of existing organizations for their implementation. Change-oriented supervisors must be cognizant of and skilled in the procedures necessary for such transitions in order to manage such changes in units under his/her supervision.

Illustrative Performance:

The special education supervisor is asked to structure local support teams (LST's) in the elementary schools. These multi-disciplinary teams are to meet regularly for diagnosis and program planning for students having difficulty in school. The supervisor surveys the available personnel in each school, trains them in LST functioning, organizes initial meetings, establishes a reporting procedure, and monitors subsequent meetings intermittently. She periodically checks pupil progress to determine the appropriateness of LST recommendations.

D-2 Revising Existing Structures

Having determined the strengths and weaknesses of an existing organizational structure, the supervisor can propose carefully reasoned or research supported changes, which may include the alteration of assignments, of the use of staff time, of the required reporting patterns, or of the allocation of resources to improve efficiency, productivity, and morale, and, in so doing, improve the instructional process.

Rationale:

The structure of a school organization can at times impede its most efficient functioning. The supervisor should possess the techniques to identify and correct inefficient structures and the corollary skills to gain administrative support for instituting new, more efficient structural arrangements when the need exists.

Illustrative Performance:

The special education supervisor has noticed that the supervisory staff of a district spends its time in three major areas: instructional leadership, administration, and busy work. The supervisor proposes a reallocation of assignments which would create a division of these role responsibilities. Consequently three new staff positions are proposed: instructional supervisors, administrative supervisors, and supervisors' aides. The proposal also includes the procedures for hiring aides to perform such tasks as delivering materials to schools, filing pupil folders, etc., and the methods for differentiating the two new types of supervisory roles and reassigning present staff. These recommendations are discussed with appropriate individuals in the central administration and are adopted.

D-3 Scheduling Services

Given diagnoses of pupils' needs and a regular instructional personnel, the supervisor can propose a set of schedules to distribute services appropriately, to balance the loads of the staff members who provide the services, and to provide that recipients of the services maintain maximum involvement in their school programs.

Rationale:

Frequently the referrals of students for special education services outweigh the number of staff members available to provide the service. The supervisor, because of his central position, can coordinate the distribution of available services to provide for maximum impact and can help to make decisions regarding when services can be delayed without deleterious consequences.

Illustrative Performance:

The supervisor learns that 150 students have been referred for possible placement in classes for the emotionally disturbed, and only 64 can be accommodated without exceeding the appropriate teacher-pupil ratio. She reviews the student files to determine priority of need. She then makes arrangements for consultants, resource teachers, etc., to train the regular class teachers in behavior management techniques so that the students with less severe problems can be maintained in regular classes.

D-4 Assimilating Programs

Given a successful instructional program operating within a center, school, classroom, or other unit, the supervisor can design a plan for the smooth integration of the entire program or selected components thereof into a larger system, prepare a timetable and assignments for the transferring of responsibilities, and assure that the instructional improvement evidenced in the program is continued in the system to which it is transferred.

Rationale:

The benefits of a pilot program can be lost if the program cannot be enlarged to serve more children. The supervisor must have skill in identifying the aspects of special projects that merit assimilation, in preparing the path for the assimilation, and in assuring that important aspects of the program continue after the transition.

Illustrative Performance:

A district has been operating a pilot project for the severely retarded in a vacated school building. The students have demonstrated their ability to function in a school setting, and their parents are pleased with the program. The school board decides that the special project should be expanded and that the program should be established in several elementary schools. Funds are also provided for expansion of the classes. The supervisor meets with parent groups and elementary faculties to explain the assimilation process, arranges for equipment, makes staff transfers, hires new staff, screens students, and supervises the transition of the program.

E-1 Analyzing and Securing Services

Given a need for a supporting service not currently being used by a district, or by neighboring institutions, agencies or other consumers of supporting services, the supervisor can develop a master list which specifies sources from which to secure various services and describes their availability, quality and cost, and, after considering available options, can secure the needed service from the most appropriate source.

Rationale:

One of the major roles of a special education supervisor is to assist teachers to meet the needs of special children. These needs vary greatly among the individuals in any given district. A supervisor should have information regarding the supporting services that are obtainable within a reasonable radius of a school or school district, should know about their availability, quality and cost, and should be able to make an accurate evaluation of all these aspects in selecting the particular source to render the needed service.

Illustrative Performance:

The special education supervisor is asked by a number of teachers within the district to provide a listing of local businesses or agencies which could provide career experiences for special education students. The supervisor investigates a number of places to determine whether they would participate in a "work-study" program for high school special education students. She then assesses the availability or quality of the field experiences each business would be able to offer and selects the two organizations which would provide the best experience. The teachers then make assignments for the students involved.

E-2 Evaluation of the Utilization of Services

Given a plan for providing supporting services within a district, the supervisor can compare that plan with the current operation by utilizing objective data gathered in accordance with previously identified criteria, and, based on the evaluation, can propose recommendations that would increase the effectiveness and quality of the system.

Rationale:

Whenever staff personnel are engaged in administering or delivering similar services, there is sometimes overlap or duplication of effort in the services delivered by these persons. By reviewing the objective data available on staff members engaged in the process of delivering services, the supervisor can determine areas of overlap. Having done this, she/he can consolidate various services that are being delivered by two or more individuals. Such efficiency measures can increase the effectiveness of the services delivered and reduce the amount of time involved.

Illustrative Performance:

In the course of assessing staff needs, five special education supervisors determine that their teachers need training in some specific aspects of classroom management. Independently, they begin to plan inservice lessons on the same topic. One of the supervisors determines from weekly reports that they are all preparing similar sessions. After a discussion, one individual with specific training is requested to complete the inservice session, and the presentation is given once to all teachers. Each supervisor then assumes the responsibility for follow-up activities with her/his own teachers.

F-1 Supervising with the Clinical Model

Given a teacher experiencing difficulties within a classroom, the supervisor can lead the teacher through a clinical cycle using classroom observation data, non-directive feedback techniques, and various inservice and planning experiences in appropriate sequence to produce significantly improved teacher behavior.

Rationale:

One of the supervisor's main responsibilities is to provide consultation to help teachers improve their instructional approaches and to stimulate them to utilize a greater variety of learning resources. Since classroom teachers often require, and time schedules often demand, individual supervision, one-to-one conferences are necessary. In these conferences, the use of the clinical model by the supervisor for guiding the change process facilitates and structures the supervisory conference.

Illustrative Performance:

The principal of one of the elementary schools has requested that the special education supervisor work with one of his teachers who is having difficulty integrating several special education students into the regular classroom. The teacher also feels a need for help with these children. The supervisor observes in the classroom utilizing the "Individualization of Instruction Inventory" and then provides feedback to the teacher in a conference. During the conference several strategies for increasing individualization in the classroom are jointly identified and the teacher plans to try out several of these. The supervisor observes again in the classroom as the strategies are being utilized. Subsequent conferences with more feedback, revised plans, and additional work enable the teacher to improve her performance.

F-2 Planning for Professional Growth

Given a group of instructional personnel and data concerning various facets of their on-the-job performance, the supervisor can assist them to establish individual professional growth plans which include objectives for change in classroom practices, a schedule of experiences sequenced for continuous stimulation and growth, criteria specified for terminal and intermediate evaluation, and a specified period for accomplishing the objectives.

Rationale:

Each teacher being supervised is a professional person in education. Continuous learning and self-development are expected and essential in a rapidly changing profession such as teaching, where new methods, materials, theories and research findings are impacting the field continually. This professional growth orientation should be encouraged by administrative and supervisory personnel.

Illustrative Performance:

A supervisor in special education assists all teachers under her supervision work out a professional development plan to increase their effectiveness and prepare them for advanced career goals. Each plan is individualized and includes a statement of short and long range goals and a description of professional development activities suggested for the coming year. Each plan is accompanied by a rationale which spells out how suggested activities will contribute to short and long range goals. The teachers also indicate evaluation techniques to determine when their objectives have been completed.

F-3 Conducting Training Sessions

Given a description of a staff group, including specific descriptions of their needs for training, the supervisor can design or adapt and conduct training sessions which employ specific objectives, carefully sequenced learning activities, appropriate resources and material, and which can be shown to improve the skills of the participants.

Rationale:

One mode of inservice training utilized in the schools is the one or two day, or even two or three hour, workshop approach. Planning and conducting such workshops is often the responsibility of the supervisor. Pre-assessment and evaluation of these sessions are also often the supervisor's responsibility. This means that supervisors should be qualified to prepare, present, and evaluate inservice workshops on a variety of topics.

Illustrative Performance:

Teachers in the local high school have requested that they be provided with some help in conducting parent conferences which are required at the end of each year by the school system. The teachers have found such conferences to be quite difficult because report cards must be reviewed during the conferences and many parents have complained about the methods of grading used in the high school. The teachers generally believe the grading methods are good but have found it difficult to communicate the rationale of the system to the local parents. The supervisor develops a two-day workshop for the teachers around the theme of "communicating effectively with parents." Following the presentation of the workshop, the teachers conduct the parent conferences and report that the information and practice provided in the workshop were helpful.

F-4 Utilizing Human Resources

In the process of implementing an inservice plan, the supervisor can secure the services of a variety of consultants and resource persons, either from within the school system or from outside, and make arrangements for these consultants to contribute their unique expertise to improve staff competence in specific areas.

Rationale:

No supervisor can be expected to be an expert in each of the areas where staff may need further continuing education. Rather, the supervisory role requires that the supervisor become an effective manager of the expertise of others and facilitate the use of resources for continuing education from a variety of experts both from within the school system and from the outside. This requires that the supervisor become familiar with the areas of expertise of others and with the procedures for utilizing these persons as resources. Careful pre-planning with resource persons in the development of inservice programs is an important aspect of the supervisory function.

Illustrative Performance:

In order to implement a plan for training teacher aides to work with handicapped children, the supervisor wishes to hire a consultant from the local university who is an expert on orthopedic disabilities. The supervisor plans a two day workshop for the training of the aides wherein the expert on orthopedics will conduct one morning session for the aides. The supervisor briefs the expert on the nature of the jobs the teacher aides are required to perform, the kinds of questions they are likely to have, and their learning needs in this area. The workshop is presented and the aides find the expert most helpful.

F-5 Training Leaders

Given individuals who have demonstrated both a high level of competence in a specific area and emergent leadership capabilities, the supervisor can train these people to conduct previously planned inservice sessions and to provide follow-up activities and support for participants that result in the improvement of instructional skills.

Rationale:

Due to the numerous demands on supervisors' time, and because of abundant expertise among teachers in teaching concepts and skills to others, it is often both practical and efficient to have building teachers conduct workshops on specific areas in which they have expertise and enthusiasm. It is the responsibility of the supervisor to select teachers who are competent and skillful, to assist them to prepare for the task, and to provide them with feedback concerning the presentation after it has been concluded.

Illustrative Performance:

A unit of training on "The Philosophy and Goals of Plan A" has been developed with media, materials, group discussion topics, and a handbook of readings. The module has been found to greatly increase teachers' understanding and support of the plan. One teacher in each school who has been exposed to the module and who has been enthusiastic about its message has been identified, and they are trained to conduct this inservice session at their schools during the coming month. The sessions are held and the teachers who made the presentation are then available in the schools to provide continued assistance in the area.

G-1 Informing the Public

The supervisor can establish, promote and maintain favorable impressions of special education programs among community members by disseminating special education information through the public media, by speaking to public and school groups, by conferring with parents and other interested individuals, and by meeting, as necessary, with community groups and leaders.

Rationale:

In a highly complex society such as ours, community members can be relatively unaware of the philosophy, activities, problems and accomplishments of an ongoing school program in special education unless some attempt is made to systematically inform them. Well planned information dissemination programs, utilizing the several media or other informal communications networks, help to bridge this gap between the public and the institutions that serve the public. Such programs can also serve to recruit support for various operations.

Illustrative Performances:

A new method of teaching reading to dyslexic children is to be introduced in three schools in the district on an experimental basis. The new method requires that early screening of all kindergarten children in six geographical areas be accomplished during school registration. A public education program to alert parents and gain their cooperation in the early screening program is needed. A team of supervisors is assigned the task of planning and implementing the needed public education program. Through careful organization, cooperation and support are gained and the program is inaugurated with much success.

C-2 Involving the Public

The supervisor can plan ways in which parents and other interested individuals can become productively involved in and trained to assist at various levels of the special education program.

Rationale:

One way of gaining public understanding of special education programs and obtaining new input for the programs is to involve the public in the actual ongoing tasks of the schools. Such volunteer activities not only provide a needed service, but the commitment to improving services is often simultaneously reinforced. Volunteers often become effective community advocates for needed changes and improvements. A supervisor can arrange for and implement volunteer programs or assist teachers in doing so as a way of increasing community understanding of and support for school programs, as well as improving instruction by lowering the adult-pupil ratio.

Illustrative Performances:

In order to gain wider community commitment to Plan A, parents of children in "regular" education programs are asked to act as volunteers in a plan designed to provide special education children with a series of practice sessions in math and/or spelling. The parents will undergo training to prepare them for conducting the practice sessions. This project will be coordinated by a special education supervisor.

G-3 Utilizing Public Opinion

Given public opinion data regarding a special education matter, the supervisor can establish the urgency of the topic, determine the validity of the data, and, as appropriate, utilize the data in the decision-making process regarding initiation of new aspects, or the maintenance, revision, or discontinuation of current programs or practices.

Rationale:

Attitudes of the public toward school issues are often critical in determining the decisions of school leaders. Likewise, a program can become controversial or can be virtually "undone" if it is too discrepant with prevailing community sentiments. School personnel must be sensitive to these prevailing community attitudes so that the selection among alternative actions can be made in the light of probable consequences and community reactions to them.

Illustrative Performances:

A series of sex education films are being considered for use in a special education program. The films are shown to a random sample of parents and community leaders and their opinion regarding the appropriateness of the films is solicited. The supervisor, upon receiving the data and establishing its validity and urgency, seeks opinions from various school leaders, determines possible alternatives, gathers other relevant information, and finally makes a decision which is sent in the form of a recommendation to her superior for final action.

Appendix B

THE MAJOR COMPETENCIES

Special Education Supervisor Training Project

DEVELOPING CURRICULUM

A-1 Setting Instructional Goals: Given a mandate to clarify major goals of instruction, the supervisor can lead groups of parents, citizens, specialized personnel, teachers, and pupils through a series of discussions, presentations, training sessions, and other experiences to produce a report showing some of the most important instructional goals on which there is agreement.

a. Can exhibit a variety of procedures for leading groups, including procedures for making decisions.

b. Can use specific methods or procedures to clarify ideals, goals and objectives.

c. Can organize and make arrangements for participants to contribute their input.

d. Can write reports summarizing the findings of the groups.

e. Can use a variety of appropriate methods to disseminate information gathered in goal setting sessions.

A-2 Utilizing Specialized Personnel: Given a need for the production or adaptation of curricula, the supervisor can prepare a proposal to utilize the expertise of a variety of specialized and professional personnel to develop, review, and/or critique the relevance and applicability of curriculum guidelines or content for pupils with specific needs.

a. Can identify and secure the services of specialized personnel who can assist in the development of curricula.

b. Can inform the specialized personnel of the guidelines that will be followed in the production or adaptation of curricula.

c. Can plan schedules to effectively utilize specialized personnel during the time for which they are employed.

A-3 Adapting Curricula: Having secured innovative curricula developed outside the school or district, the supervisor can adapt the curricula to meet the needs of a student or student group, and make them available to local personnel for use in guiding instructional planning.

a. Can determine student needs that are to be met by curricula.

b. Based on a comparison of student learning needs and available curricula, can determine areas that are in need of revision.

c. Can select and utilize a consistent curricular approach in adapting or developing curricula.

d. Can arrange a plan to make the revised materials available to personnel within the district.

A-4 Designing Instructional Units: The supervisor can design instructional units which specify performance objectives, instructional sequences, a variety of appropriate teaching/learning activities, materials, and evaluative procedures.

a. Can write competency statements or performance objectives at varying levels of complexity.

b. Can sequence instructional activities to maximize learning.

c. Can propose a variety of methods that could be used to teach/learn the material.

d. Can prepare, secure or adapt learning resources to be used with the instructional unit.

e. Can propose evaluation techniques that would most appropriately measure student outcomes.

f. Can develop and write sample lesson plans for specifying instructional techniques to be used.

g. Can arrange for pilot testing, teacher-pupil evaluation, and necessary subsequent revisions of the units that are developed.

A-5 Writing Educational Plans: Given pertinent diagnostic data on one or more pupils, the supervisor can prepare educational plans for these pupils which specify curricular content and level, appropriate activities and materials, alternative teaching strategies, long and short range learning outcomes, and procedures for evaluation.

a. Can propose appropriate content or level of material to correspond to the diagnosed abilities of the pupil(s).

b. Can propose a variety of learning activities and/or teaching strategies that would provide alternative routes to the same learning goal.

c. Can propose a variety of methods or instruments that could be used to measure specific student learning outcomes.

d. Can make realistic projections regarding steps in short range and long range achievement.

DEVELOPING LEARNING RESOURCES

B-1 Producing Learning Materials: Given learning needs and a curricular design to meet those needs, the supervisor can arrange for the production of the necessary learning materials to complement, fulfill, and/or enhance the aims of the curriculum.

a. Can effectively operate media production machines and equipment.

b. Can produce written material for use by pupils, e.g., programmed material, workbooks, etc.

c. Can produce, secure or adapt realia-type material as referents for specific content.

d. Can produce, secure, or adapt learning material that creates an environment for learning, i.e., cardboard stores, rocket ships made of boxes, etc.

B-2 Securing Learning Resources (non-material): Given learning needs and a curricular design to meet those needs, the supervisor can secure, acquire, or arrange for the utilization of the necessary human and/or physical resources to complement, fulfill, and/or enhance the aims of a curriculum.

a. Can make arrangements for people to contribute their expertise as a learning resource.

b. Can make arrangements for proper, adequate and appropriate physical facilities and space for conducting specific instructional activities.

c. Can assist in arranging the available teaching environment to maximize the teaching/learning potential.

d. Can suggest plans to take children from the school to visit people, places or things that would complement curricular material.

e. Can identify appropriate referents for a concept being taught in a given curriculum.

B-3 Evaluating the Utilization of Learning Resources: Given an array of learning resources currently available for use, the supervisor can design and conduct a study to determine the extent and appropriateness of their utilization, and based on the results of that study, can make recommendations for the improved utilization of specific learning resources in specific ways.

a. Can determine the specific criteria to be used in studying the extent and appropriateness of resource utilization.

b. Can design an instrument to measure resource utilization objectively.

c. Can utilize the instrument to evaluate a number of learning resources.

d. Can propose recommendations to increase the extent and appropriateness of utilization based on the data received from an evaluation.

B-4 Evaluating and Selecting Learning Matierials: Given expressed needs for learning materials, the supervisor can develop a set of evaluative criteria and procedures to determine the quality, utility, and availability of learning materials, and can organize and conduct review sessions where teachers and other personnel can apply the criteria to new materials and make recommendations for acquisitions in needed areas.

a. Can determine the specific criteria of quality, utility, and availability that will be considered in the materials to be examined.

b. Can design an instrument that objectively evaluates material on specified criteria.

c. Can plan opportunities for instructional personnel to learn to use an evaluation instrument and apply it to instructional material.

d. Can receive recommendations from instructional personnel concerning materials selection, consider them in the light of district or agency needs, and, based on these data, can make one set of recommendations to forward to superiors.

STAFFING FOR INSTRUCTION

C-1 Developing a Staffing Plan: Given a new project proposal which specifies budget, general objectives, and operational procedures, the supervisor can describe essential staff positions to be filled, develop job descriptions for each, and specify the competencies required of the individuals who will fill the positions.

a. Can describe from written proposals those staff positions which will be necessary to accomplish the specified outcomes.

b. Can write job descriptions specifying areas of responsibility for each person.

c. Can identify and specify the competencies that will be required for each person who will fill the positions described.

C-2 Recruiting and Selecting Personnel: Given a description of several staff positions to be filled, the supervisor, by engaging in a variety of selective recruitment activities, can secure a list of several possible applicants from various sources, can systematically secure and validate relevant information on the applicants by conducting personal interviews, by checking with previous employers, and by using other selection procedures, and can prepare a set of recommendations for filling the vacancies with the applicants who will best fulfill job requirements.

a. Can identify several sources of possible applicants and engage in activities that will locate interested individuals.

b. Can identify appropriate means for advertising vacancies and can complete arrangements for publicizing openings.

c. Can construct, or adapt and utilize, forms to secure relevant information from applicants.

d. Can secure additional information and validate information obtained from applicants by asking appropriate questions of individuals who will be able to supply correct data.

e. Can utilize a predetermined format to conduct an efficient interview with applicants in order to secure information relevant to the applicants' competence to fill the available positions(s).

f. Based on all selection criteria, can recommend those applicants who are best qualified to fill vacant positions and propose a justified ranking of the most qualified individuals.

C-3 Assigning Personnel: Given the task of assigning new personnel and reassigning currently employed personnel to achieve instructional improvements, the supervisor can analyze the needs, expectations, and composition of existing staff groups in various units, and, based on that analysis, can prepare and justify recommendations for assigning and reassigning staff members to positions for optimum educational opportunity.

a. Can assess the needs of an existing program or district with respect to personnel assignments that would be necessary to enhance the instructional process.

b. Can identify the special skills of staff members that could potentially lead to improvement in the instructional process.

c. Can prepare a recommendation for utilizing the special skills of staff members to fill the assessed needs.

C-4 Allocating Time to Function: Given various staff positions and personnel functioning in them, the supervisor can design and conduct a time utilization study, analyzing each position with respect to the amount of time spent in each role, and can propose modifications of time distribution among the functions of instruction, supervision, general administration, and special pupil services in order to improve instruction.

a. Can describe the various types of roles performed by people occupying positions.

b. Can conduct a time utilization study examining the quality and quantity of time expended in each role.

c. With results of a time utilization study, can evaluate the appropriateness of spending each amount of time in each role to fulfill the objectives of the position.

d. With evidence showing ineffective allocation of time to roles, can propose alternative time allotments that would more effectively fulfill the given roles.

ORGANIZING FOR INSTRUCTION

D-1 Monitoring New Arrangements: Given the task of implementing a new organizational arrangement, the supervisor can determine reporting procedures, compare actual operations with planned developments, and when necessary, make recommendations to modify operations to bring them into agreement with formulated plans.

a. Can devise or adapt arrangements which maximize the efficiency of reporting procedures throughout an organization.

b. Can conduct studies to determine whether staff members are fulfilling their roles as planned.

c. Can collect data concerning program operation and compare them to projected goals and schedules.

d. Can make necessary alterations in procedures, roles, and schedules to insure that the program will attain the desired ends.

D-2 Revising Existing Structures: Having determined the strengths and weaknesses of an existing organizational structure, the supervisor can propose carefully reasoned or research supported changes, which may include the alteration of assignments, of the use of staff time, of the required reporting patterns, or of the allocation of resources to improve efficiency, productivity, and morale, and, in so doing, improve the instructional process.

a. Can establish and utilize criteria to assess the strengths and weaknesses of an existing organizational structure.

b. Can secure input and commitment to a structural revision from all those who would be affected.

c. Can propose a rational, research supported, and cooperatively developed alternative structure to eliminate a given weakness in the current structure.

d. Can identify the projected effects, both long and short range, of any organizational rearrangement.

e. In proposing any structural revision, can attend sensitively to the feelings of the people who will be involved in the change.

f. Can plan for adequate follow-up activities to allow personnel to feel comfortable in a new structure.

D-3 Scheduling Services: Given diagnoses of pupils' needs and regular instructional personnel, the supervisor can propose a set of schedules to distribute services appropriately, to balance the loads of the staff members who provide the services, and to provide that recipients of the services maintain maximum involvement in their school programs.

a. Can select and prepare necessary data for the establishment of a schedule including the resources available, the services needed, the transportation available, etc.

b. Can select and justify which of several proposed schedules for distribution of services would be most effective for the staff and students concerned.

c. Can formulate large scale master plans for the delivery of services showing at least five areas of consideration: staff involved, pupils, services rendered, time, and place.

D-4 Assimilating Programs: Given a successful instructional program operating within a center, school, classroom, or other unit, the supervisor can design a plan for the smooth integration of the entire program or selected components thereof into a larger system, prepare a timetable and assignments for the transferring of responsibilities, and assure that the instructional improvement evidenced in the program is continued in the system to which it is transferred.

a. Can select and justify portions of a program that should or could be assimilated.

b. Can prepare the larger system in a nonthreatening way to assimilate a program by showing current system needs and advantages and benefits of the assimilation.

c. Can prepare an assimilation strategy that is acceptable to all concerned and utilizes representatives of all people to be involved.

d. Can design a workable plan to transfer responsibility from the smaller system to the larger system.

e. Can monitor the assimilation to see that the process proceeds according to the plan.

UTILIZING SUPPORTING SERVICES

E-1 Analyzing and Securing Services: Given a need for a supporting service not currently being used by a district, or by neighboring institutions, agencies or other consumers of supporting services, the supervisor can develop a master list which specifies sources from which to secure various services and describes their availability, quality and cost, and after considering available options, can secure the needed service from the most appropriate source.

a. Can specify sources of supporting services available in a community.

b. With more than one source available, can select needed services based on analyses of quality, availability and cost.

c. Can initiate search procedures to locate a service in a community for which a need has been identified.

d. When a service is not available in a community, can utilize all resources to locate the source that is nearest to the place of intended use.

E-2 Evaluation of the Utilization of Services: Given a plan for providing supporting services within a district, the supervisor can compare that plan with the current operation by utilizing objective data gathered in accordance with previously identified criteria, and, based on the evaluation, can propose recommendations that would increase the effectiveness and quality of the system.

a. Can specify criteria that indicate effective utilization of supporting services.

b. Can gather evaluative data concerning the effectiveness of the utilization of supporting services.

c. Using the evaluative data can compare the current operation with the proposed goals.

d. Can propose recommendations that would increase the quality or availability of supporting services.

PROVIDING INSERVICE EDUCATION

F-1 Supervising with the Clinical Model: Given a teacher experiencing difficulties within a classroom, the supervisor can lead the teacher through a clincal cycle using classroom observation data, non-directive feedback techniques, and various inservice and planning experiences in appropriate sequence to produce significantly improved teacher behavior.

a. Can use more than one observation system to record objective interaction data during live or taped sessions with high inter-rater reliability.

b. Can provide feedback to a teacher based on objective data, using a high percentage of non-directive interaction.

c. In conjunction with a teacher, can decide on specific behaviors that need to be altered and specific learning activities to attain the desired behaviors.

d. Can instruct a teacher to use an observation system so that he/she can understand the vocabulary and intent of observation.

e. Can establish a profile on a teacher being observed to record various observations and show trends in her/his behavior patterns.

f. Can evaluate periodically the teacher improvement process to determine the effectiveness of the program and/or the need for additional assistance from the supervisor.

g. Can prepare an environment that would be conducive to an effective interview with a teacher.

h. Can demonstrate appropriate attending behavior during an interview, showing sensitivity to the teacher's feelings and concerns.

F-2 Planning for Professional Growth: Given a group of instructional personnel and data concerning various facets of their on-the-job performance, the supervisor can assist them to establish individual professional growth plans which include objectives for change in classroom practices, a schedule of experiences sequenced for continuous stimulation and growth, criteria specified for terminal and intermediate evaluation, and a specified period for accomplishing the objectives.

a. Can write behavior change objectives using terms that depict observable behavior of professional significance.

b. Can use PERT (or a modification thereof) to plan and guide sequenced activities leading to a predetermined goal.

c. Can utilize cooperative planning procedures that involve personnel in the formulation and implementation of professional growth activities that are most relevant to each individual.

d. Can assist the teacher in determining procedures for objectively evaluating personal growth.

F-3 Conducting Training Sessions: Given a description of a staff group, including specific descriptions of their needs for training, the supervisor can design or adapt and conduct training sessions which employ specific objectives, carefully sequenced learning activities, appropriate resources and material, and which can be shown to improve the skills of the participants.

a. Can specify clearly and state in advance of a session, the expected outcomes for participants.

b. Can establish in participants a psychological "set" or readiness for the activities and events associated with a program.

c. Can design a complete training session with carefully described, properly sequenced activities and appropriate supportive materials.

d. Can guide and direct activities in ways that maintain participant interest and involvement.

e. Can demonstrate sensitivity to participants' feelings and personal concerns.

f. Can build group cohesion, encourage and support group participation, and act in an enthusiastic but non-threatening manner.

g. Can measure participants' attainment of session objectives with appropriate instruments and/or procedures that measure the desired behavioral outcomes.

h. Can describe follow-up activities that will allow session participants to practice, improve, solidify, and/or retain what they have learned during the session.

i. Can arrange in advance for participants to attend instructional sessions, providing for release time, pre-session orientation and post-session planning.

j. Can schedule facilities in which sessions will be conducted, and make appropriate physical arrangements for program implementation.

k. Can utilize a descriptive instrument to evaluate the complete training session and determine those aspects of the session that should be modified, deleted, or retained for future presentations.

F-4 Utilizing Human Resources: In the process of implementing an inservice plan, the supervisor can secure the services of a variety of consultants and resource persons, either from within the school system or from outside, and make arrangements for these consultants to contribute their unique expertise to improve staff competence in specific areas.

a. Can establish a system to collect and categorize relevant information concerning the expertise of people who might be contacted.

b. Can secure resource people who have the expertise needed and the skill to teach their subject in an appropriate format.

c. Can effectively inform resource people concerning the role to be played, participant expectations, the desired level of participation of those to be involved, information concerning the group, and other relevant information.

d. Can arrange for payment of relevant expenditures that are incurred during the process of the consultation.

e. Can structure a resource person's task to make maximum use of his/her expertise, while allowing him/her the opportunity to arrange a presentation with which he/she feels comfortable.

f. Can provide evaluative feedback to resource people concerning their contribution.

F-5 Training Leaders: Given individuals who have demonstrated both a high level of competence in a specific area and emergent leadership capabilities, the supervisor can train these people to conduct previously planned inservice sessions and to provide follow-up activities and support for participants that result in the improvement of instructional skills.

a. Can assess or identify skills or abilities of potential leaders and match them to training requirements.

b. Can demonstrate basic leadership techniques from which potential leaders can learn.

c. Can identify specific areas in which potential leaders need training or assistance to be able to conduct a training session of their own.

d. Can provide evaluative feedback to leaders that will assist them to prepare themseleves for future presentations.

e. Can arrange and/or conduct simulated inservice sessions in which leaders can practice specific skills that will be needed in future presentations.

f. Can organize and direct training sessions using micro-teaching, role-playing, video-taping, and other skill building techniques for working with people.

RELATING TO PUBLIC

G-1 Informing the Public: The supervisor can establish, promote and maintain favorable impressions of special education programs among community members by disseminating special education information through the public media, by speaking to public and school groups, by conferring with parents and other interested individuals, and by meeting, as necessary, with community groups and leaders.

a. Can select and synthesize school program information and arrange for its presentation in a clear, concise manner that will adequately inform a target group.

b. Can make oral presentations before groups extemporaneously or from a prepared text and can utilize multi-media and written presentation formats to disseminate information.

c. Can identify segments of the community that can and should be informed regarding special education programs and can supply them with accurate, complete information.

d. Can stimulate or maintain a high interest level in education on the part of parents and other supportive community individuals or groups.

e. Can establish good rapport with public during a short-term contact.

f. Can communicate information and suggestions received from public to appropriate school sources, and can follow-up to insure that warranted action is taken on information.

g. Can train staff personnel to handle public contact, to establish rapport, and to provide proper information.

h. Can utilize mass media channels to disseminate information to public.

i. Can set up systems to provide information to public as required (information retrieval systems, hot lines, etc.)

j. Can anticipate legal and ethical issues involved in providing information to public.

k. Can develop "direct experience" methods of educating the public.

G-2 Involving the Public: The supervisor can plan ways in which parents and other interested individuals can become productively involved in and trained to assist at various levels of the special education program.

a. Can communicate to parents and others the need and desire for their assistance in a school program.

b. Can arrange for or prepare packets of material that would assist individuals to gain information on volunteer activities.

c. Can develop constructive ways in which parents and other individuals can provide useful, meaningful assistance in a classroom setting.

d. Can provide training for classroom teachers on methods of being receptive to and utilizing volunteers.

e. Can prepare or develop a systematic recruitment program for obtaining volunteers and retaining their participation.

f. Can arrange a format for assigning and scheduling volunteer workers.

g. Can assess potential contributions of people to a school system and can develop strategies for utilizing their expertise.

h. Can channel parent support efforts into projects that will enhance the total education program.

i. Can redirect ineffective contributions of volunteers and others into more fruitful channels.

G-3 Utilizing Public Opinion: Given public opinion data regarding a special education matter, the supervisor can establish the urgency of the topic, determine the validity of the data, and, as appropriate, utilize the data in the decision-making process regarding initiation of new aspects, or the maintenance, revision, or discontinuation of current programs or practices.

a. Can make use of information already available in the public domain that indicates the opinions of the local community.

b. Can design or arrange for the design of techniques and instruments to determine public opinion.

c. Can assess the urgency or priority of public opinion items that are submitted for consideration.

d. Can assess the significance for school programs of conflicting public opinions.

e. Can prepare a design or arrange for sampling opinion utilizing appropriate statistical procedures and can make proper inferences from data collected through sampling procedures.

f. Can assess attitudes and opinions of recognized leaders within the community.

Appendix C

AN OUTLINE OF THE BASIC COMPETENCIES

DOMAINS I, II, III

Special Education Supervisor Training Project

Domain I

1.0 Assessing: The process of studying the status quo to secure data for use in determining needs for change in the instructional program.

1.1 Develops and maintains a system for gathering data.

1.2 Analyzes information on existing or emerging problems.

1.3 Expresses identified problems utilizing research and theory.

1.4 Selects methods to demonstrate validity of problems.

1.5 Synthesizes and interprets information to confirm needs.

1.6 Determines criteria and guidelines for gathering information.

2.0 Planning: The process of developing guidelines for actions to implement goal directed change in the instructional program.

2.1 Specifies goals and objectives related to assessed needs.

2.2 Develops a design for effective, efficient action.

2.3 Specifies the resources needed for operationalizing a plan.

2.4 Designs and displays schedules showing the sequence of activities for the plan.

2.5 Secures necessary reviews and authorizations.

2.6 Plans daily activities that maximize accomplishment of high priority objectives.

2.7 Designs plans to prevent, diminish or solve potential problems.

2.8 Designs a support system to reinforce and/or sustain change that has or will occur.

3.0 Implementing: The process of carrying forward and accomplishing goals and objectives according to a plan for instructional change.

3.1 Initiates events in proper sequence according to the plan.

3.2 Coordinates events to assure teamwork in action.

3.3 Identifies and corrects dysfunctional elements in the implementation process.

3.4 Regulates the rate of change to avoid disruptions.

3.5 Turns over new programs to other personnel for routine operation as necessary.

4.0 Evaluating: The process of securing, analyzing and interpreting data inputs, processes, and outputs to provide feedback for all relevant persons to use in maintaining or modifying the instructional program.

4.1 Formulates questions to be answered as guides to decisions.

4.2 Secures objective data for making decisions on the change effort.

4.3 Specifies kinds of analytical treatments necessary to answer questions.

4.4 Secures appropriate assistance in data processing.

4.5 Selects and displays essential data to answer questions posed.

4.6 Provides narrative interpretations of data that relate to questions and decision alternatives.

4.7 Determines if program process or outcomes meet stated goals or objectives.

4.8 Proposes alternatives, on the basis of data secured, to allow program to meet stated goals or objectives.

Domain II

5.0 Relating to People: The process of establishing and maintaining positive interpersonal relations in order to accomplish planned changes in instructional programs.

5.1 Facilitates effective interpersonal communications.

5.2 Promotes team decisions.

5.3 Manages organizational and interpersonal conflict.

5.4 Stimulates creativity and dissemination of innovation.

5.5 Develops a professional role.

6.0 Communicating: The process of organizing, transmitting, or receiving information regarding the instructional change process utilizing various media or methods of communication.

6.1 Communicates in writing in order to accomplish tasks.

6.2 Communicates verbally in order to accomplish tasks.

6.3 Establishes organizational communications networks.

6.4 Adapts communication style to various sub-group norms.

Domain III

7.0 Developing Curriculum: Process of improving the guidelines for instruction.

- 7.1 Develops criteria for curriculum development.
- 7.2 Coordinates the formulation of curriculum goals.
- 7.3 Selects content material.
- 7.4 Writes instructional objectives.
- 7.5 Designs and sequences learning activities.
- 7.6 Coordinates field testing of material.
- 7.7 Disseminates and implements revised curriculum.
- 7.8 Adapts and implements curricula from outside district.

8.0 Developing Learning Resources: Process of improving the availability of resources for learning in the school or community.

- 8.1 Proposes and justifies a materials selection process.
- 8.2 Identifies sources of funds for materials.
- 8.3 Prepares budget for needed materials.
- 8.4 Plans procedures for maintaining and securing media and equipment.
- 8.5 Informs staff concerning resources.
- 8.6 Designs non-print learning resources that contribute to a curriculum.
- 8.7 Produces various forms of non-print media.

9.0 Staffing for Instruction: Process of improving the procedures of recruitment, selection and assignment of personnel for instructional improvement.

9.1 Proposes plans for filling staff vacancies to improve instruction.

9.2 Writes competency specifications for instructional staff positions.

9.3 Recruits qualified candidates for available positions.

9.4 Recommends most competent, qualified person(s) for employment.

9.5 Assigns and reassigns staff.

10.0 Developing the Organization: Process of improving the organizational structure to improve instruction.

10.1 Analyzes the formal and informal structures for instruction.

10.2 Designs formal changes to improve instruction.

10.3 Adapts instructional policies to changing organizational structure.

10.4 Promotes the elimination of unnecessary constraints on instructional change practices.

11.0 Developing Supporting Services: Process of improving the services available to students, parents and staff which, though non-instructional, support the instructional process.

11.1 Analyzes supporting services available.

11.2 Develops plans for providing needed services.

11.3 Designs delivery systems for maximizing service contributions to instructional improvement.

12.0 Developing Inservice Education: Process of improving the quality of instructional practices within the staff by providing opportunities for professional growth.

12.1 Analyzes needs for inservice opportunities for the staff.

12.2 Selects activities for inclusion in inservice plans.

12.3 Designs effective inservice programs to meet staff needs.

12.4 Directs and leads beneficial inservice education activities.

12.5 Plans inservice education programs as part of larger strategies for instructional improvement.

13.0 Relating to The Public: Process of improving the quality of working relationships between the school staff and the public to promote instructional improvement.

13.1 Informs public of school programs.

13.2 Involves public in school programs.

13.3 Recognizes impact of public opinion on schools.

13.4 Establishes community contacts.

13.5 Participates in community programs for benefit of youth.

13.6 Influences community decisions relevant to school programs or youth in the community.

13.7 Alleviates community conflicts affecting schools.

Appendix D

REPORT ON NATIONAL STUDY OF CRITICAL COMPETENCIES

Special Education Supervisor Training Project

The following lists of competencies comprise the entire rank-ordering from the Gruber study:

A. Current practice among supervisors

1. Utilizing Time*
2. Acquiring Relevant Data*
3. Designing Budgetary Recommendations*
4. Utilizing Human Resources (F-4)
5. Selecting Personnel (now incorporated into competency (C - 2), Recruiting and Selecting Personnel)
6. Specifying New Job Descriptions (now incorporated into competency (C - 1), Developing a Staffing Plan)
7. Providing Information Programs to the Public (E-1)
8. Securing New Supporting Services (now incorporated into competency (E - 1), Analyzing and Securing Services)
9. Scheduling Services (D-3)
10. Securing Learning Resources (non-material) (B-2)
11. Interviewing for Selection (now incorporated into competency (C - 2), Recruiting and Selecting Personnel)
12. Assigning New Personnel (now incorporated into competency (C - 3), Assigning Personnel)
13. Supervising with the Clinical Model (F-1)
14. Adapting Curricula (A-3)
15. Analyzing Services and Sources (now incorporated into competency (E - 1), Analyzing and Securing Services)
16. Producing Learning Materials (B-1)
17. Training Leaders (F-5)
18. Writing Educational Plans (A-5)

19. Defining Roles*
20. Monitoring New Arrangements (D-1)
21. Revising Existing Structures (D-2)
22. Revising the Delivery System (now incorporated into competency (E-2), Evaluation of the Utilization of Services)
23. Planning for Professional Growth (F-2)
24. Utilizing Specialized Personnel (A-2)
25. Conducting Training Sessions (F-3)
26. Evaluating and Selecting Materials (B-4)
27. Designing Instructional Units (A-4)
28. Involving the Public (E-2)
29. Setting Instructional Goals (A-1)
30. Assimilating Programs (D-4)
31. Evaluating the Utilization of Resources (B-3)
32. Teaching Pupils*
33. Studying Public Opinion (now incorporated into competency (E-3), Utilizing Public Opinion)
34. Delivering Services*
35. Allocating Time to Function (C-4)
36. Developing a Resource File*

*Competencies not included in the current SEST list.

B. Competencies to be Included in an Ideal Training Program

1. Supervising with the Clinical Model (F-1)

2. Designing Budgetary Recommendations (selected from a group of competencies perceived as maintenance-oriented rather than contributing directly to change or to the improvement of instruction)*

3. Providing Information Programs to the Public (G-1)

4. Planning for Professional Growth (F-2)

5. Specifying New Job Descriptions (now incorporated into competency (C - 1), Developing a Staffing Plan)

6. Utilizing Human Resources (F-4)

7. Acquiring Relevant Data (another competency selected from maintenance-oriented behaviors--see number 2 above)*

8. Selecting Personnel (now incorporated into competency (C-2), Recruiting and Selecting Personnel)

9 & 10. Securing New Services and Analyzing Services and Services (the two have now been combined into one competency (E-1), Analyzing and Securing Services)

11. Revising the Delivery System (now incorporated into competency (E - 2), Evaluation of the Utilization of Services)

12. Training Leaders (F-5)

13. Monitoring New Arrangements (D-1)

14. Utilizing Time*

15. Revising Existing Structures (D-2)

16. Assigning New Personnel (now incorporated into competency (C - 3), Assigning Personnel)

17. Involving the Public (G-2)

18. Securing Learning Resources (non-material) (B-2)

19. Conducting Training Sessions (F-3)

20. Setting Instructional Goals (A-1)
21. Defining Roles*
22. Scheduling Services (D-3)
23. Designing Instructional Units (A-4)
24. Evaluating and Selecting Materials (B-4)
25. Writing Educational Plans (A-5)
26. Interviewing for Selection (now incorporated into competency (C-2), Recruiting and Selecting Personnel)
27. Adapting Curricula (A-3)
28. Utilizing Specialized Personnel (A-2)
29. Evaluating the Utilization of Resources (B-3)
30. Assimilating Programs (D-4)
31. Producing Learning Materials (B-1)
32. Teaching Pupils*
33. Studying Public Opinion (now incorporated into competency (G-3), Utilizing Public Opinion)
34. Allocating Time to Function (C-4)
35. Delivering Services*
36. Developing a Resource File*

*Competencies not included in current SEST list.

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